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THE EDUCATIONAL DIAGNOSTIC AND PLANNING CENTER.

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CHEYENNE PUBLIC SCHOOLS, WYO.

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THIS REPORT BRIEFLY DESCRIBES THE EDUCATIONAL DIAGNOSTIC AND PLANNING CENTER FUNDED UNDER TITLE III OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. THE CENTER IS RESPONSIBLE FOR THE COORDINATION OF DIAGNOSTIC AND EDUCATIONAL RESOURCES FOR UNDERACHIEVING OR OTHERWISE ATYPICAL PUPILS WHO ARE POTENTIAL DROPOUTS BECAUSE OF A PARTICULAR BEHAVIOR OR EDUCATIONAL PROBLEM. IT DESIGNS INDIVIDUALIZED PROGRAMS FOR THESE STUDENTS AND MAKES AVAILABLE TO THEM CERTAIN SPECIALIZED PROFESSIONAL SERVICES. AMONG OTHER ACTIVITIES OF THE CENTER ARE HALFWAY CLASSES TO HELP THE PROBLEM STUDENT RE-ENTER THE REGULAR CLASSROOM, INDIVIDUAL TUTORING, COUNSELING, A SWIMMING PROGRAM FOR MOTOR DEVELOPMENT, AND AN INSERVICE TEACHER EDUCATION PROGRAM. THE REPORT ALSO DESCRIBES THE CENTER'S DIAGNOSTIC PROCEDURES, DISSEMINATION OF INFORMATION TO THE PUBLIC, AND COOPERATION WITH OTHER AGENCIES. (LB)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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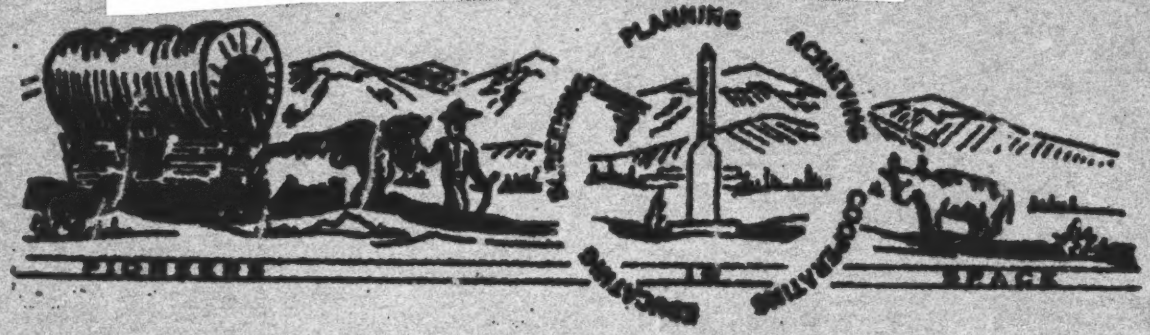

EDUCATIONAL DIAGNOSTIC & PLANNING CENTER

UD 005 120

SCHOOL ADMINISTRATION BUILDING

CHEYENNE, WYOMING 82001

LOYD D. CRANE
Superintendent
Cheyenne Public Schools

GEORGE STOREY
Director, EDP Center
Cheyenne Public Schools

TITLE:

The Educational Diagnostic and Planning Center

LOCATION:

The EDP Center is housed in the east wing of the L.M. Baggs Elementary School in east Cheyenne. The address of the Center is: Educational Diagnostic and Planning Center, Cheyenne Street and McCann Avenue, Cheyenne, Wyoming 82001.

ADMINISTRATION:

The EDP Center operates under the supervision of the Board of Trustees of School District #1, Laramie County, Mr. Loyd Crane, superintendent. The director of the EDP Center is Mr. George Storey.

FUNDING:

The project is funded under Title III of the Elementary and Secondary Education Act, P.L. 89-10, of 1965.

DESCRIPTION:

The EDP Center provides a multidisciplinary approach for helping children with academic and behavioral problems in grades K-12 of all schools, public and non-public, within Laramie County, Wyoming.

The Center is somewhat unique in the range of services provided. Once a child has been accepted a complete diagnostic evaluation is made and then an individualized program of remediation is formulated and actually carried out by the Center staff. Whereas some of this work is done within the facilities of the Center, the children with whom the Center personnel work directly remain in their regularly assigned schools.

Every child Deserves Personal Care

PURPOSE OF THE PROJECT:

The EDP Center coordinates and supplements all available help for those students whose academic and behavioral deviations make them underachievers or potential dropouts. The general aim is to alleviate the hinderance to learning to whatever extent possible, and otherwise to adapt the school program for such students to allow for their maximum educational development.

This purpose may be achieved through the following, more specific goals as listed in the grant proposal:

1. **To diagnose academic and behavioral difficulties in their early stages.**

2. **To design individualized programs for students with particular educational or behavioral problems that otherwise might lead to school failure; to put such individualized programs into effect, and constantly improve them in the light of experience.**

3. **To establish small halfway classes as a means for gradual reentry to the regular classroom and school acceptance, as an adjunct to individualized programs.**

4. **To conduct inservice training of school personnel in ways of handling students with special educational disabilities.**

5. **To develop teaching methods and materials needed for atypical students and to improve these through continual trial and reexamination.**

6. **To encourage teachers to be creative and resourceful in designing their own special materials and methods for atypical pupils.**

7. **To help teachers, students and others refine their conception of success in evaluating the growth and performance of those with special problems.**

8. **To coordinate home, school, and community resources in assisting pupils with academic and behavioral difficulties.**

9. **To increase understanding and improve attitudes of pupils, parents, school personnel and community toward education and productive citizenship for all.**

INNOVATIVE ELEMENTS:

The EDP Center is innovative in this geographic area in providing -

1. **Coordination of all resources for diagnosing and educational planning for pupils with severe learning problems.**
2. **Specialized professional services not previously available.**
3. **Individualized program planning for the atypical child and development of new curriculum materials.**
4. **Inservice training and consultive help for teachers with atypical students with permanent substitutes provided by the Center to allow the teachers time to prepare materials, visit the Center, research, and help the individual pupil.**
5. **Halfway classes for students unable to benefit from regular classroom instruction, even with individualized programs.**

STAFF:

Staff members are now employed in the following capacities:

Director
Elementary Curriculum Specialist
School Social Worker
Speech and Hearing Therapist
Center Nurse
Psychological Technician (psychometrist)
Secondary Counselor
Elementary Counselors
Educational Specialists (elementary and secondary teachers)
Learning Disorders Specialist (part time)
Psychologists (part time)
Permanent Teacher Substitutes

In addition to this staff, resource personnel are available from local medical, mental health, academic, vocational, governmental, and welfare agencies.

DIAGNOSTIC PROCEDURES:

An individual intelligence test must accompany all referrals to the Center. The screening committee examines this and all other data which are available. This committee rules on accepting or rejecting a case and once it has been accepted, works with the psychological technician in determining which of the many tests available should be included in the basic battery for this child. As the testing proceeds, modification may be made to permit an economical but complete educational and psychological diagnosis. The disposition of a case is determined at a staffing conference at which all personnel who have worked with the child, parents, or school, present their observations and evaluations. Medical reports and data received from other agencies are presented either by staff members who have contacted the contributing agency or by an invited representative of the agency. Usually the principal of the school and the child's teacher are invited to participate in the staffing since all work with the child must be coordinated with them. The teacher is given help in assisting the child and much of the remedial work is done in her classroom setting.

Following this staffing and before the individualized curriculum is designed and program put into action, the parents are again requested to visit the Center to learn about the plans and to provide assistance with the program.

Medical assessment cannot be provided directly by the Center, but local and regional physicians and medical units are most cooperative in providing needed information to the staff.

INDIVIDUALIZED PROGRAMS:

To date there have been as many individualized programs formulated as there have been children worked with at the Center.

These programs could include:

HALFWAY CLASSES

Halfway classes have been organized and are located in rooms in regular school buildings served by groups of neighborhood schools. These classes are ungraded and are structured on the basis of children with

similar needs. Classes may range in size from five to ten children and are taught by one of the Center's education specialists. Complete evaluations of the pupils have been made prior to their enrollment and the teacher has access to this material and is relatively free to try new methods in addition to utilizing all currently common teaching techniques. The halfway classes meet for a half day only and the children return to their regular rooms for the remainder of the day. Center personnel and especially the education specialist work closely with the regular teacher in coordinating assistance to the child. Part of the time in each halfway class is set aside for guidance by a psychologist or counselor. Time is also set aside for children with individual problems in the area of speech, hearing, motor development, etc.

INDIVIDUAL TUTORING:

Where it is not feasible to begin a halfway class or where extensive individualized attention is needed, the Center provides help on a one-to-one basis in improving specific learning skills. These sessions are conducted by a Center teacher in the regular school.

COUNSELING:

Counseling services are provided for both children and parents on an individual and/or group basis. The counselor also assists in providing continuity of the Center's work and the regular school program by meeting with teachers and assisting them in understanding and working with the child.

WATER PROGRAM:

The Center has found that many children have school problems and are also deficient in the motor area. Some of these children meet with Center staff members in a local school pool on Saturday mornings. The children perform exercises and developmental games using the support and resistance of the water as effective elements in treatment. Game playing also provides an outlet for the development of socialization abilities of children with emotional problems.

PROFESSIONAL PROGRAMS:

The Center must work, not only with children, but with members of the professional school staff and the staffs of other helping agencies.

INSERVICE TRAINING:

Various programs of inservice training are provided by the Center. In March, 1967, a class in early recognition of problem children was taught to twenty-four elementary school teachers. A course in learning disorders was scheduled for April, 1967, and teachers attending this evening course, free of charge, were given certification renewal credit by the Wyoming State Department of Education.

PUBLIC INFORMATION:

In addition to the news releases, the Center maintains contact with a group of influential community leaders who comprise the Community Advisory Committee. One public service lecture by a leading authority in the field of reading has been given and other such presentations are planned.

COOPERATION WITH OTHER AGENCIES:

The EDP Center maintains close contacts with many other community agencies in the Rocky Mountain region. Within Cheyenne itself close working relationships are maintained with the Southeast Wyoming Mental Health Center, Child Development Center, Department of Public Health, Laramie County Department of Public Welfare, Vocational Rehabilitation, Wyoming State Department of Education, Laramie County Medical Society, Rocky Mountain Laboratory, Inc., Rocky Mountain Behavioral Science Institute, Inc., and many other organizations and professional personnel in private practice.

Assistance and cooperation is also received from Departments of the University of Wyoming, Colorado State University, Colorado State College and the University of Colorado.

A NOTE OF PHILOSOPHY:

We concur with the entire philosophy adopted by the Board of Trustees of School District #1, Laramie County, Cheyenne, Wyoming, and especially with that portion which states that all teaching must be directed toward the individual and that his achievement must be measured in terms of his ability.

The Educational Diagnostic and Planning Center adopts the belief in the importance of the individual and in his right to maintain a unique personality while in the pursuit of an education. We believe that part of this unique personality includes race, religion, financial status, and color and that these things must in no way cause external limitations to his opportunity to pursue that education.

We believe that a child with a school learning problem should not be further burdened by the label of a clinical classification which affects others' attitudes toward him and his own attitude toward himself. Whereas we recognize the necessity for isolation or institutionalization of severely disturbed individuals, we also maintain that the learning problems a child encounters are part of individual differences and must not be the basis for separation of this child from his school environment so that he is placed in an environment which has the stigma of identifying him in a socially unattractive light.

In summary, we believe in the idea expressed in a slogan made from the initials of the Educational Diagnostic and Planning Center - Every child Deserves Personal Care.